

## **Animals**

***Developed as part of Complementary Learning: Arts-integrated Math and Science  
Curricula generously funded by the Martha Holden Jennings Foundation***

### **Unit Overview – Animals**

#### *Lesson/Day 1: Basic Needs*

Images provided

Activities – museum slides; on-line game, link provided

#### *Lesson/Day 2: Body Parts*

Images provided

Activities – museum slides; vocabulary; hands-on game “Find the Nut, templates provided

#### *Lesson/Day 3: Body Parts cont’d and Animals Eat*

Activities – museum slides; book reading, book cover provided; food identification (no sample); Smartboard activity (no sample)

#### *Lesson/Day 4: Plants/Animals Provide*

Images provided

Activities – museum slides; book reading, book cover provided; review questions, provided

#### *Lesson/Day 5: Copycat I*

Activities – grid activity, templates provided; discussion

#### *Lesson/Day 6: Copycat II*

Activities – grid activity, student examples provided; journaling; discussion

#### *Lesson/Day 7: Habitat*

Activities –Animal card sort, template provided by CMA

### **Grade Level and Subject Area**

All About Animals

Elementary Math – 1<sup>st</sup> grade

### **Key Concepts:**

#### Characteristics and Structure of Life

- Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.
- Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g. sharp teeth, flat teeth, good nose and sharp vision).

#### Diversity and Interdependence of Life

Investigate that animals eat plants and/or other animals for food and may also use plant or other animals for shelter and nesting.

## **Materials**

- Smartboard
- Squirrel/Nut Hunt game
- Powerpoint – Animal Body Parts
- Animal Copycat Grid Patterns project
- Primary Journals
- Pencils and Lined Paper
- Air, Land, Water Sorting Mat with Copies of Animal Art from the Art Museum
- 16 slides:

From Animalsupdate 10\_12\_10

- Lions on the Watch (slide 33) for Day 1 lesson
- Birds, Trees, Flowers (slide 37) for Day 1 lesson
- Leaving the Oasis (slide 53) Day 1 lesson
- The Cow Drinking (slide 9) Day 1 lesson
- Rhinoceros Brooch (slide 55) Day 2 lesson
- Lion (slide 59) Day 2 lesson
- Hunting the Buffalo (slide 23) Day 3 lesson
- Trophy of the Hunt (slide 67) Day 3 lesson
- Wild Sow and her young Attacked by Dogs (slide 77) Day 3 lesson
- Three Hunting Dogs (slide 11) Day 3 Lesson
- A Sleeping Leopard (slide 59) Day 4 lesson
- Saddled Arabian Horse in the Courtyard (slide 85) Day 4 lesson

From Animalsenvironment Folder

- Sponge Fishing (slide 1) Day 2 lesson
- Devil Fish (slide 11) Day 2 lesson
- Laban Searching for his Stolen Household Gods (slide 9) Day 4 lesson
- Camera Work : Fish (slide 23) Day 4 lesson

## **Procedure**

**Day 1:** What do animals need? (air, water, food, space, shelter) 30 - 45 mins.

**A.** Observe animals in the room. (I have two aquatic turtles and a hamster) Discuss animal needs.

**B.** Show 4 art museum slides and have children talk about the animals and how their needs are shown in the pictures.

- Lions on the Watch (slide 33) for Day 1 lesson
- Birds, Trees, Flowers (slide 37) for Day 1 lesson
- Leaving the Oasis (slide 53) Day 1 lesson
- The Cow Drinking (slide 9) Day 1 lesson

**C.** Play animal needs game on the Smartboard.

Use website to play this game. [www.harcourtschool.com/activity/animalneeds/](http://www.harcourtschool.com/activity/animalneeds/)

\*This game can be used as a class assessment to see if they understood the basic needs of animals.

**Day 2:** What body parts do animals use to help them find food? 30-45 mins.

**A.** Show art museum pictures and talk about body parts that animals use in the pictures to help them find food.

- Rhinoceros Brooch (slide 55) Day 2 lesson
- Lion (slide 59) Day 2 lesson
- Sponge Fishing (slide 1) Day 2 lesson
- Devil Fish (slide 11) Day 2 lesson

**B.** Introduce vocabulary words and tell facts about each: webbed feet, sharp claws, whiskers, sharp teeth, large beaks, wings, hooves.

**C.** Play Squirrel/Nut Hunt game.

10 students wear squirrel pictures with different color acorn on each one. Those students hide the same color large acorn picture from their partners. Partners use their senses to find the acorns.

**D.** Review body parts used to find acorns. (Class oral assessment.)

**Day 3:** What do animals eat when they are hungry? (plants and/ or other animals) 30-45 mins.

**A.** Show slides and discuss what the animals eat in the pictures. Discuss both plants and animals in the pictures.

- Hunting the Buffalo (slide 23) Day 3 lesson
- Trophy of the Hunt (slide 67) Day 3 lesson
- Wild Sow and her young Attacked by Dogs (slide 77) Day 3 lesson
- Three Hunting Dogs (slide 11) Day 3 Lesson

**B.** Read/Skim picture books about foods that Ohio animals eat. (milk, grass, corn, oats, plants, vegetables, water)

This is a series of farm animal books published by Weekly Reader Science.

Animals That Live on the Farm Cows by JoAnn Early Macken

Animals That Live on the Farm Pigs by JoAnn Early Macken

Animals That Live on the Farm Horses by JoAnn Early Macken

**C.** Each group (5 tables) looks at a tray of food and non-food items. Identify foods on the tray that animals would eat, and the benefits. (Nutrition, water, provides energy) (milk, grass, corn, oats, plants, vegetables, water, rocks, pencil, paper, glue, )

**D.** Use a graphic organizer with 4 circles overlapping on the Smartboard. Label each circle with only one animal (cow, pig, horse, person). Manipulate names of animals so that they are categorized in the circle if it is only eaten by a certain animal or in the overlapping circle if it is eaten by more than one animal.

**Day 4:** What do plants and animals provide for other animals? (food, shelter and nesting) 30-45 mins.

**A.** Look at art museum slides and discuss what animals provide for other animals. Dogs hunting for meat, plants provide shelter for leopard, horse provides transportation and leather for people, etc.

- A Sleeping Leopard (slide 59) Day 4 lesson
- Saddled Arabian Horse in the Courtyard (slide 85) Day 4 lesson
- Laban Searching for his Stolen Household Gods (slide 9) Day 4 lesson
- Camera Work : Fish (slide 23) Day 4 lesson

**B.** Read/Skim picture books about what Ohio plants and animals provide for other animals. (food, shelter, transportation, nesting)

This is a series of forest animal books published by Weekly Reader Science.

Animals That Live in the Forest Owls by JoAnn Early Macken

Animals That Live in the Forest Black Bears by JoAnn Early Macken

Animals That Live in the Forest Deer by JoAnn Early Macken

**C.** Assessment: Eggspert Review Questions

Students divide into 2 teams and answer questions correctly to earn points for their teams. One person from each team comes to the game table at a time. After the question is asked, the first one to press the egg on Eggspert gets to answer the question. If the question is answered correctly, their team earns a point. Everyone takes turns until each student has had 2 chances to answer questions about our animal unit.

**Day 5 and 6:** Art Project: Animal Copycat Grid Patterns (60-90 mins.)

The art may need to be continued to the next day depending on how much time children take to draw their animal and write their animal fact.

Students will look at a picture of a dog. Then, they will each get a small square of the picture (the dog will be divided into grids of 20 equal squares that form the picture of the dog when they are put together). Each student will draw their section of the dog using horizontal and vertical lines to draw their part of the picture onto a larger square.

**A.** Brainstorm what we learned from our animal unit. (on the board)

**B.** Have each student start with a blank cutout grid and 1/20 of the dog with lines drawn on it. (The teacher will have to draw lines on the animal picture in advance to match the blank grid because first graders are so young. Lines should be drawn horizontally and vertically every inch to create a grid.) \*Use a coloring book page so that the animals are not too detailed.

**C.** Discuss with students that they are going to re-create the animal picture on their own grid by drawing one their part of the animal on a larger square. They are to count over and down how many squares they need to move their pencil to make sure the picture

looks exactly like the smaller square. The boxes will be labeled with letters and numbers so that they can be found on the grid paper.

**D.** After the animal has been completed on the grid paper, students are to use lined paper to neatly write one animal fact that they learned during our animal unit. We will attach these to our animal art and display them in the classroom.

**Day 7: Art Project: Publish Animal Facts**

**A.** Divide students into 3 groups and have them sort the animals according to where their habitat is located (Air, Land, Water).

**B** Students re-copy their animal facts onto line paper.

**C.** Then attach to finished CopyCat project.

**D.** Display on the wall.

See copies of finished animal projects included.

**Assessment**

Daily assessment listed above.

**Teaching Standards**

Life Sciences

This lesson was developed by Tami Arthur (Smith Elementary School, Berea, Elementary Math – 1<sup>st</sup> grade)

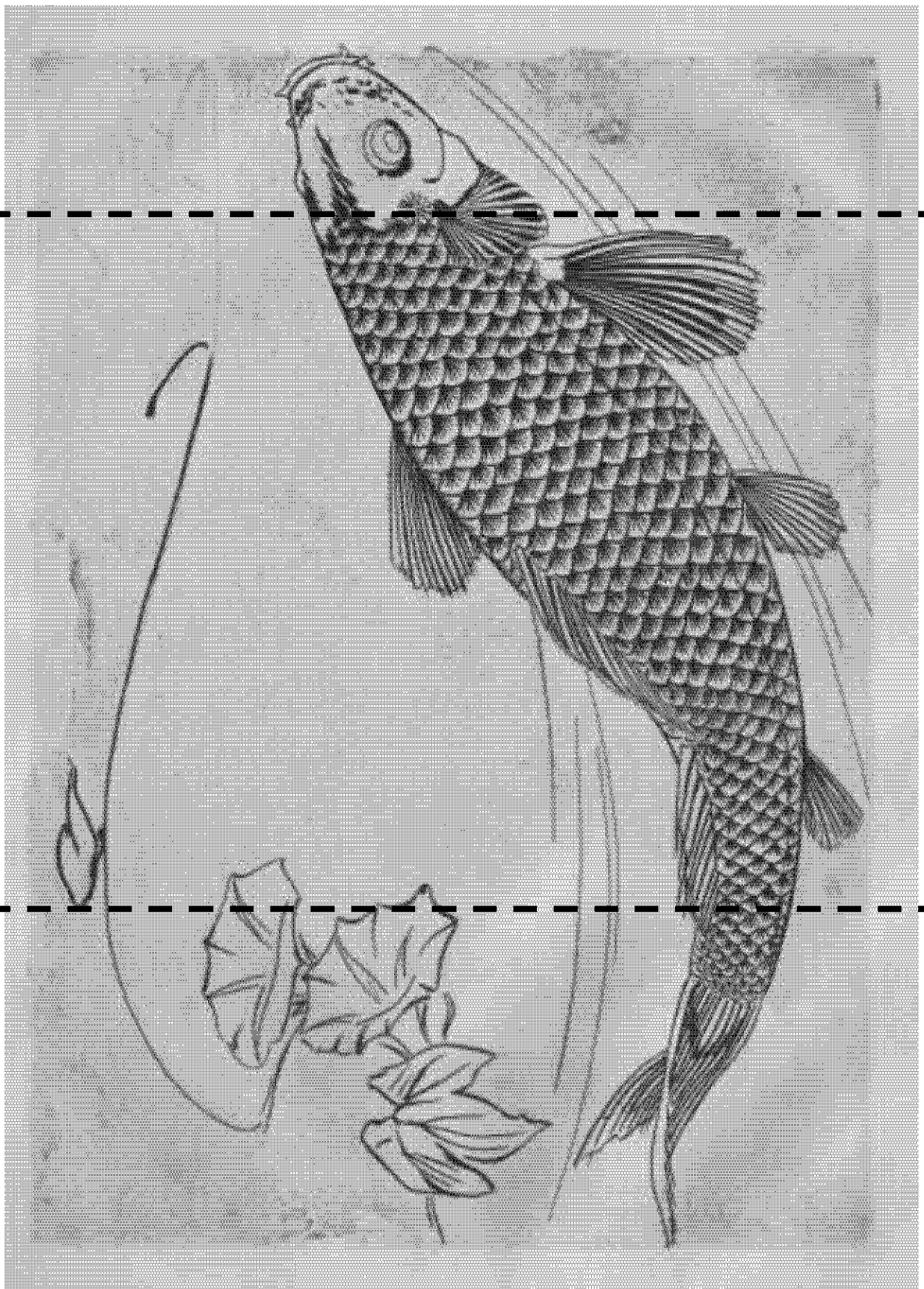


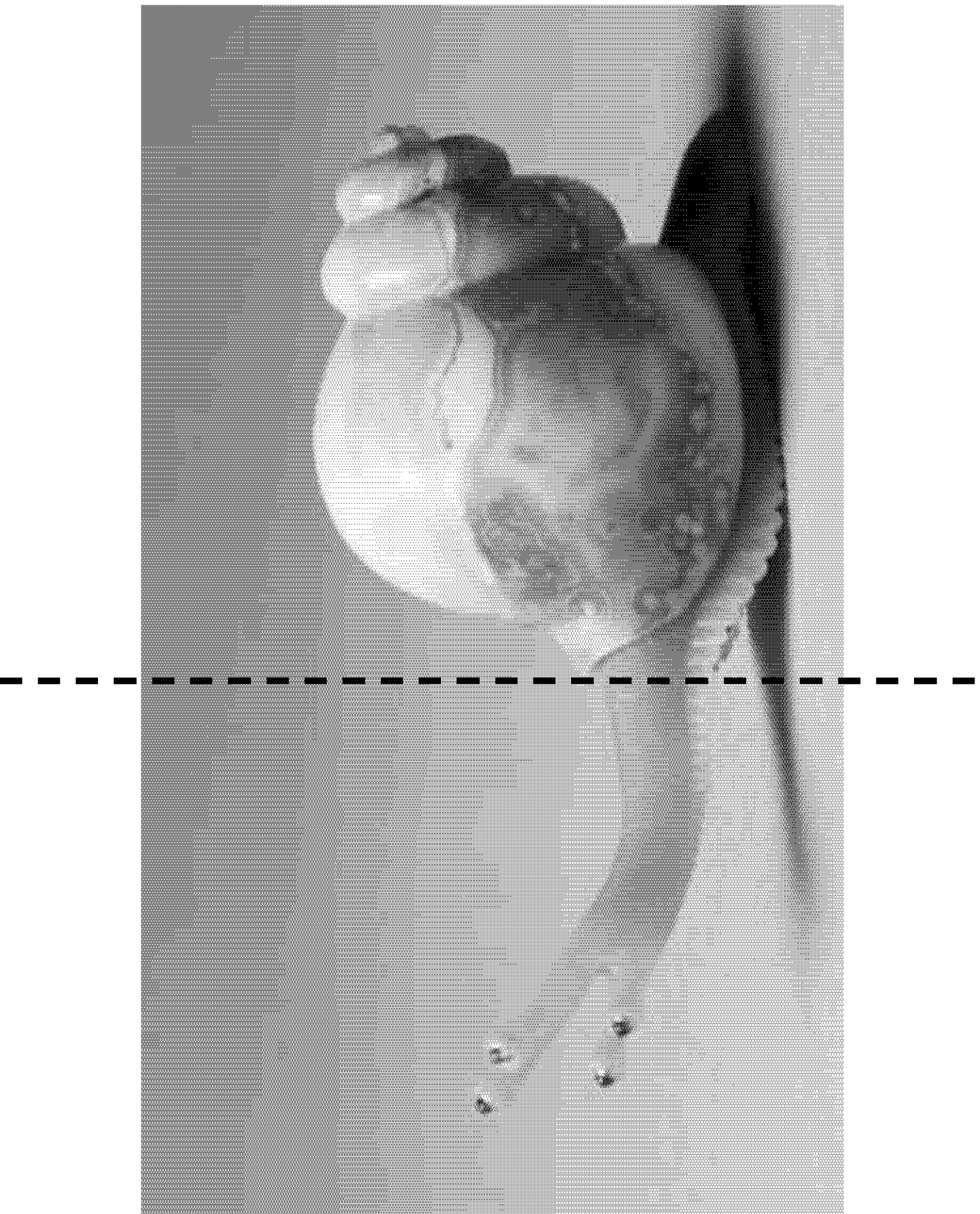


























**AIR**

**LAND**

**WATER**



**Dog**



**Snail**



**Bird**



**Fish**



**Dog**



**Cow**



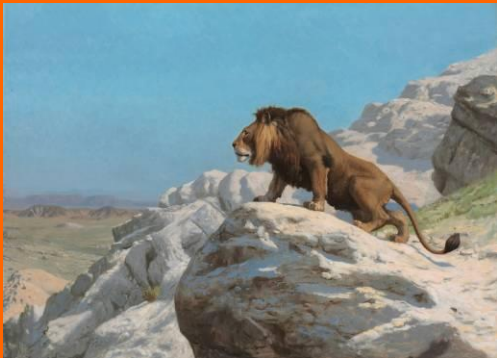
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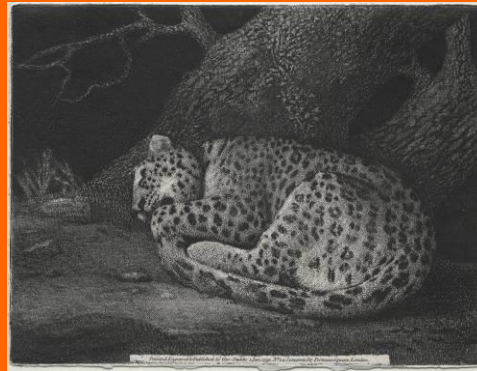
**Camel**



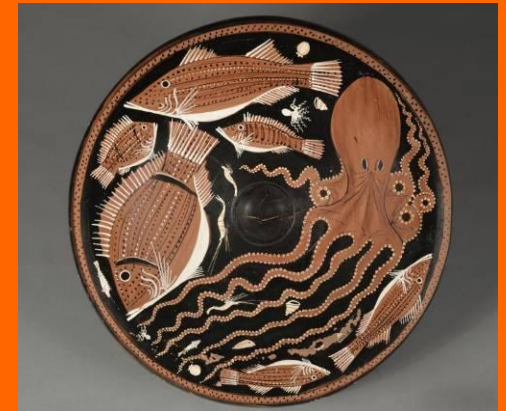
**Monkey**



**Lion**



**Leopard**



**Octopus**





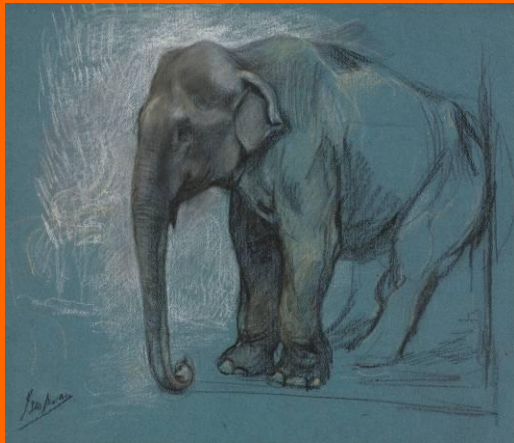
**Heron**



**Rhinoceros**



**Rabbit**



**Elephant**



**Bull**



**Toad**



**Duck**



**Bear**



**Moth**



**Lobster**



**Beetle**



**Grasshopper**



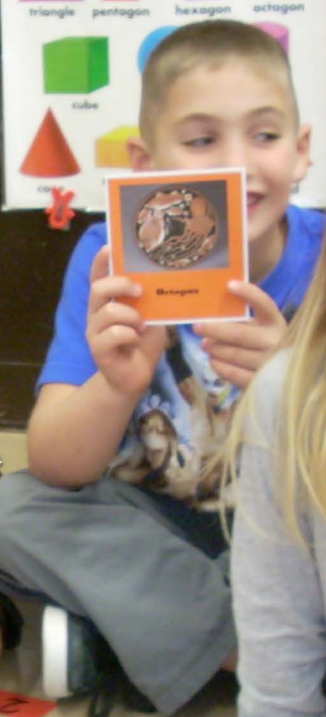
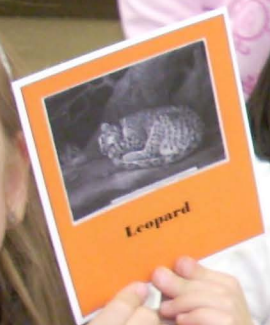


don't mean you should  
Try  
It means you should  
just  
hard



Thursday  
Friday  
Saturday

Months of the Year  
January  
February



1



Saturday

